

--axod

+++ MsCohen set to mode +iwx

+++ irc.va.us.mibbit.net set the channel to mode +n

+++ irc.va.us.mibbit.net set the channel to mode +t

<willene>: Hi Ms. Cohen 😊

<MsCohen>: Hi Willene 😊

<MsCohen>: Let me know if you have any questions. I think you are pretty set, but I understand if you have some more questions.

<MsCohen>: Oh, and hi Chelsea!

<Chelsea>: hello 😊

<Chelsea>: Willene gave me the site so i decided to drop by to ask for a liitle help

<MsCohen>: No problem. Let me know if you have any questions

<willene>: I had some questions about rhetorical analysis. Like what is the task?

<MsCohen>: Hm, well, it will depend on the prompt. In general, this is how the rubrics in the past have defined analysis:

<MsCohen>: "For the purposes of scoring, analysis refers to identifying features of a text and explaining how the author uses these to develop the meaning or to achieve a particular effect or purpose."

<mib_daqcyi>: In a synthesis essay question, do we have to

address the introductory information in our essay?

<MsCohen>: No, not really. It's good to read. It gives you context and often will give you an idea of how to break the topic down into subcategories.

<mib_daqcyi>: okay, thank you!

<MsCohen>: For the rhetorical analysis question, Willene, I'm going to use last year's prompt as an example:

<MsCohen>: And sure, np!

<MsCohen>: "write an essay in which you analyze the rhetorical strategies Kelley uses to convey her message about child labor to her audience. Support your analysis with specific references to the text. "

<Chelsea>: For the synthesis how do we cite the resources correctly? And for the introductory can we start off with a general passage to get into the thesis, or should we start with the thesis right off the bat?

<willene>: Ok that's fine.

<MsCohen>: Here, the "task" is 1. analysis and 2. more specifically, looking at how Kelly (SPEAKER) relates to (AUDIENCE). So your focus will be on purpose and effect on the audience (typically in the form of pathos).

<MsCohen>: Ok, first, this question: "For the synthesis how do we cite the resources correctly?"

<MsCohen>: Use MLA. You don't have to write a "Works Cited" at the end or anything, but as you mention sources, you either

say who/what the source is in your sentence:

<MsCohen>: For example: Bob Barnes cites studies on rats to argue that sugar is dangerous.

<MsCohen>: OR you parenthetically document: Scientists have used the results of studies on rats to argue sugar is dangerous (Barnes).

<MsCohen>: OR whatever source letter the source has: Scientists have used the results of studies on rats to argue sugar is dangerous (Source B).

<MsCohen>: I'm going to give one last example. This is from last year's prompt on locovores (Question 1):

<MsCohen>: The nutritional value of food grown locally is far superior to that of alien products shipped over oceans, countries, and borders. The majority of food at the local market was harvested less than 24 hours ago (Source A), which has several implications. First the food has had less time off the vine to lose its nutrition (Source B).

<MsCohen>: Notice: 1. The student has her own argument (not one of the source's arguments substituting for her own) and 2. The student cites two pieces of evidence. The fact that they are from different sources is advantageous as it provides more diversity of evidence.

<mib_ctvurq>: Ms. Cohen, for how long will you be available for questions?

<MsCohen>: Until 8. Or until people get bored. lol

<Chelsea>: Okay then, so you can apply your own knowledge of

the issue so long as you have the Sources for support.

<willene>: Thank you. I'm sort of multitasking so I'm sorry if I respond slowly.

<MsCohen>: Yes. But this student got that information from the sources. She just concluded that the argument on nutritional value would be an important one to consider.

<MsCohen>: No problem!

<mib_ctvurq>: How many questions are on the multiple choice section and how long do we have for it?

<MsCohen>: There are between 50 - 55 questions. Typically there are 4 passages (prose, usually non-fiction). You have 60 minutes (an hour)

<mib_ctvurq>: thanks 😊

<Chelsea>: For time management on the multiple-choice (I've always only made it to the second to last and have to guess the rest), would you advise skipping the passage to get to the questions first?

<MsCohen>: The proctor will not give you a "10-minute warning" on the MC section, so watch your time.

<mib_mvtdii>: Will the test be held in the gym?

<MsCohen>: No, I wouldn't advise that. You will save time ultimately if you can read the passage fairly quickly and then look at the parts you need to more carefully analyze as the questions ask about it.

<MsCohen>: And yes, it's scheduled for the gym with some

<MsCohen>: And yes, it's scheduled for the gym with some overflow in rooms 103, 104, 105, etc

<mib_mvtdii>: Thanks

<MsCohen>: When you read the passage, try as much as possible to get "into" it. Chunk-- quickly split it up into separate arguments as you read, and jot down main ideas/concepts as you go.



<Chelsea>: okay, because when i do speed up a lot, i tend to miss out on some key things

<MsCohen>: Yes, I know. It's a balance.

<MsCohen>: The best thing to do tonight is rest and relax. You know more than you realize. Use your strengths. BUT

<MsCohen>: if you want to do some additional practice, take an hour and do this: [Practice Exam 2008.pdf](#) ⓘ

<MsCohen>: It is a practice exam the College Board released to teachers (but it's now available online).

<Shaine>: Ms. Cohen, I know this is irrelevant, but why is my spirit animal a rhino?

<Chelsea>: Thank you!

<MsCohen>: Haha. Not irrelevant! What a good spirit animal!

<willene>: Lol Shaine I love you.

<MsCohen>: Here's what a sight on "heraldry symbols" (symbols used in family crests, shields, flags, etc) says:

<MsCohen>: "The word Rhinoceros comes from two ancient Greek words - "rhino" meaning nose and "ceros" meaning head. They are descendants of ancient times and bring with them the energy of comfort in one's own solitude. The Rhino is unpredictable, and can turn and charge with great agility and ferociousness especially when aroused or agitated. Rhinoceroses have poor eyes

<MsCohen>: Not so sure if that poor eyesight thing applies. lol

<Chelsea>: lol spirit animals?

<MsCohen>: But strength from oneself and one's independence; agility, strength

<Shaine>: haha thank you...I do have glasses....lol

<Chelsea>: In the rhetorical terms i tend to get mixed up with analogies vs metaphors, is there a huge difference between the two?

<MsCohen>: Hm, well an analogy is a stated comparison (more similar to similes). It is usually to make an argument by comparing something you may not know a lot about to something you are perhaps more familiar with. In metaphors, the comparison is not stated (you have to infer that it is meant figuratively) and is usually meant to create a more concrete or vivid

<MsCohen>: understanding of the concept or thing

<MsCohen>: oh, and here's more on the spirit animals:
http://en.wikipedia.org/wiki/Power_animal

<MsCohen>: choose one, chelsea and embrace its spirit for your exam!

<MsCohen>: (Of course, feel free not to. And this is not an endorsement of any particular religious views or practices and it is not meant to mock serious shamanistic beliefs.)

<Chelsea>: okay then 😊, and in an argumentative essay, when asked to pick a side can we be on both if we have good arguments

<MsCohen>: No, if you're asked to agree, disagree, or qualify, have a strong central position.

<MsCohen>: If you qualify, you still pick a side, you just list or describe what exceptions or differences to agreement or disagreement you would make.

<MsCohen>: For example: I am going to vote for Bob, but I disagree with his stance on gun control. (That is AGREE, but with a QUALIFICATION)

<MsCohen>: OR

<MsCohen>: I disagree with Bob's foreign policy views so I will not vote for him, but I think he has good character (DISAGREE with QUALIFICATION)

<MsCohen>: Typically the prompt asks you to "defend", meaning develop arguments and evidence as a defense. Or "challenge", meaning develop arguments and evidence that go against the stated view.

<MsCohen>: Sometimes the argument essay will ask you

to do both (explain the opposing views on an issue). The key is do exactly what the prompt asks

<Chelsea>: And when picking a side, it will be most of the time based upon our own position on the stance, and we could include our own argument for our side

<MsCohen>: Yes, correct. I think the best strategy is to choose what you have the most concrete, specific support for. Really, you should be able to reasonable argue either side. Pick the side that you are going to be able to develop a better essay for

<MsCohen>: *reasonably

<willene>: One of the things I did to prepare was to listen to arguments. Or read then on other subreddits on Reddit. Having good examples help and I think I have some good material.

<MsCohen>: Yes, absolutely. I actually think RadioLab is great for this. For example, the episode on "Race"

<MsCohen>: Another great source for intelligent, well-crafted arguments is Intelligence Squared. It's in debate format, so it makes it even easier to follow:

<http://intelligencesquaredus.org/index.php/past-debates/>

<MsCohen>: BTW, if you click on a link, open it in a new tab or you will leave the chat browser

<MsCohen>: (right click, Open Link in New Tab)

<willene>: Here's the link to our other class websites :

<willene>: <http://www.reddit.com/r/APLang/>

<willene>: And you can browse this sites to find the other 4 or so sites related to this class

<MsCohen>: Yes, the sidebar has some other good resources. And I just posted some "last minute" study advice here:

<http://cohenhandouts.wikispaces.com/Language+and+Composition>

<MsCohen>: But also remember to go with what you know. The exam creators really want to see if you can express an idea in a clear, adult way.

<Chelsea>: Thanks, I'm looking at some of the debates right now, and they seem pretty in depth with government issues rather than ideological issues like i thought. Still this is all HUGE help. Glad to know that you and Ms.Cohen are helping me 😊😊😊

<MsCohen>: And get some rest too-- it's a physical test in many ways, and the more you are able to relax and focus on the exam the better you will do.

<willene>: I passed out on the bus this afternoon. Chris was snoring before we even left the bus loop. It was so bad and yet so amusing.

<Chelsea>: lololololololol! I know you hate people snoring on you too!

<MsCohen>: (amused chuckle)

<willene>: May we have another of your wonderful pep talks. You're classes got one but I'm sure our visitors would like one too.

<MsCohen>: Yes, absolutely! Some things to keep in mind:

<MsCohen>: 1. You know how to do well on the tasks-- you don't need to have a lot memorized or know certain facts or equations. You need to read well and express yourself clearly.

<MsCohen>: 2. Use what you know: it's better to write something concrete and specific on something you know rather than what you don't.

<MsCohen>: 3. Breathe, watch your time, and use your adrenaline to propel you through the test. Transform any nerves into POWAH!

<MsCohen>: and 4. It's just a test. You really have nothing to lose. It's not the most important test you will take, it's not the last test you will take, and others will see your participation as a positive,

not whatever score you get as a negative

<MsCohen>: Also, this is a hilarious video some DC kids made to get ready. I love its spirit: <http://youtu.be/Y66drwnTiwU>

<willene>: I feel as if I'm going to start singing this during the test.

<MsCohen>: haha. I like what the kid is daydreaming about. Also, just remember to tell yourself: You are awesome!

<http://youtu.be/KgxT5a0Vmeo>